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ABSTRACT

This book addresses issues in higher education faculty assessment with emphasis on the role of assessment in fostering development of individual faculty members and their institutions. Part 1 describes the role of faculty assessment with the first chapter outlining inadequacies in current approaches. The second chapter offers a perspective on assessment that emphasizes collegial activity and contributions to individual and institutional development and has three key components: expectations, evidence, and use. Part 2 defines the work of faculty and explores faculty expectations in chapters on classifying work and the importance of expectations. Part 3 covers collecting and organizing assessment evidence in chapters on a strategy for collection, source credibility, and the portrayal of faculty work. Part 4 examines how to use assessment evidence in chapters on the appropriate uses of evidence and practical guidelines to enhance individual and administration use of assessment. Part 5 presents and describes seven different methods and techniques that can be used to collect assessment evidence: (1) written appraisals; (2) rating scales and checklists; (3) interviews; (4) observations and videotaping; (5) indicators of eminence, quality, and impact; (6) achievement and outcome measures; and (7) records and portfolios. Appended are extensive practical resources and samples including forms, measurement instruments, guidelines, and surveys. Includes name and subject indexes. (Contains over 300 references.) (JB)

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